



ESN Legislative Luncheon

Policy Priorities and Polling Results

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2013 POLICY PRIORITIES



To realize college and career readiness for all students,
Washington must:

- Phase in basic education and fully fund recent reform bills (HB 2261 and 2776, and SB 6696 and 5895)
- Enroll and support all students in career- and college-prep programs of study
- Invest in policies and programs that advance student learning and hold districts accountable for student outcomes

ESN recommends prioritizing the following investments:

- Full-day Kindergarten
- 24-credit High School Diploma
- Early Childhood Education and Assistance Program (ECEAP)
- Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- Implementation of the Common Core Standards and Assessments
- Adoption of Next Generation Science Standards
- Implementation and Training for Educators on 4-Tiered Evaluation System
- Mentoring Programs for Educators

POLL OVERVIEW

Research Objectives

- These surveys are part of an effort by the ESN Coalition to gather data about our mission to improve public K-12 education in Washington State.
- These surveys were conducted by DHM Research to identify and evaluate voter and teacher attitudes toward issues including 24 credit hour diploma, common core standards and assessments, accountability, and funding.

Research Design - Voters

- **Telephone survey with 500 completed interviews**
- **Conducted January 2-8, 2013**
- **Averaged 15 minutes in length**
- **Respondents randomly drawn from this list of registered voters**
- **Quotas for age, gender, and geographic area for representative sample**
- **Quality control measures, including monitoring interviews, callbacks, and validations**
- **Margin of error at the 95% confidence level:**
 - **N=500: +/- 4.4%**

Research Design - Teachers

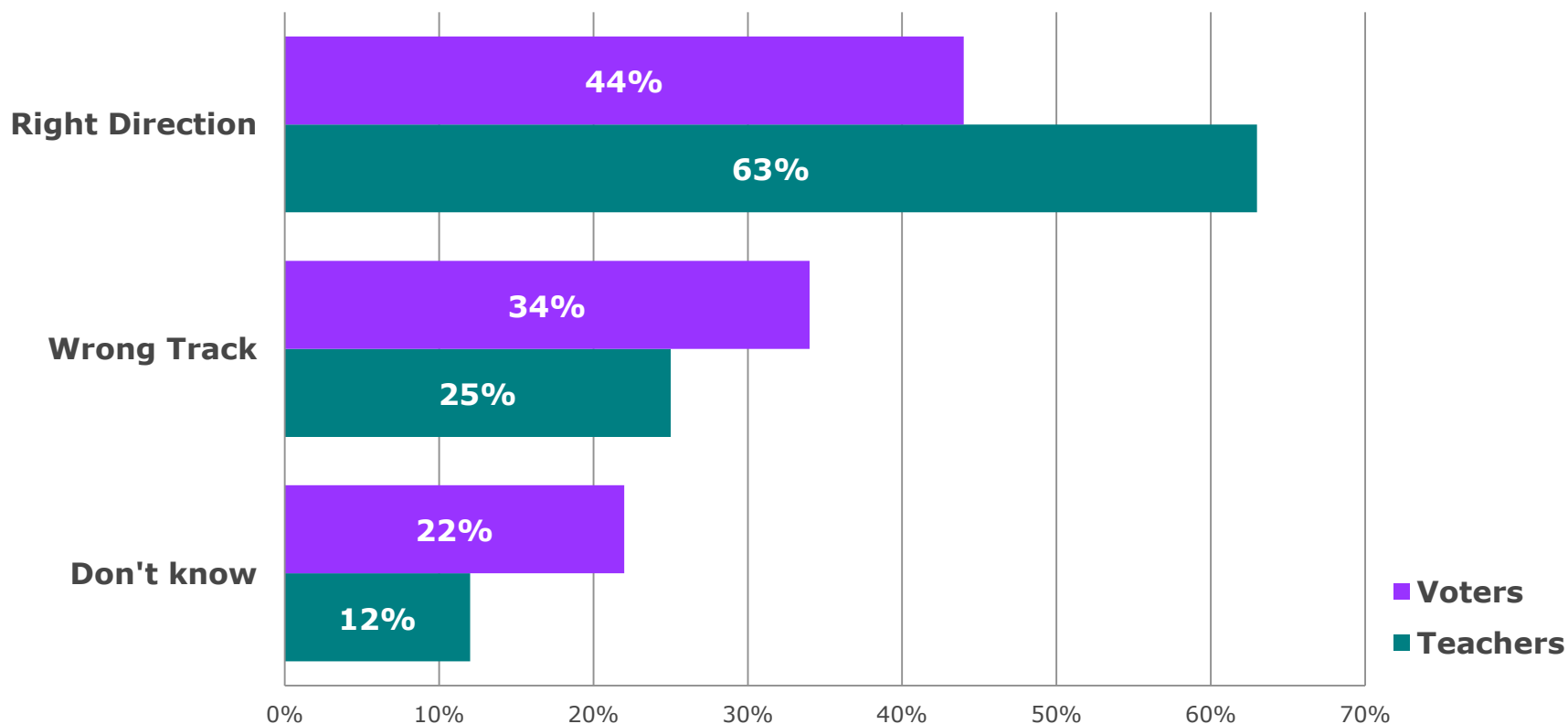
- **Telephone survey with 500 completed interviews**
- **Conducted December 27-29, 2012**
- **Averaged 15 minutes in length**
- **Respondents randomly drawn from list of certified teachers**
- **Quotas for gender, geographic area, and certification level (primary, secondary, other)**
- **Quality control measures, including monitoring interviews, callbacks, and validations**
- **Margin of error at the 95% confidence level:**
 - **N=500: +/- 4.4%**

GENERAL OPINIONS

Overall, teachers are more optimistic than voters about the direction the public K-12 education system in Washington is heading.

Voter Sample - N=500
Teacher Sample - N=500

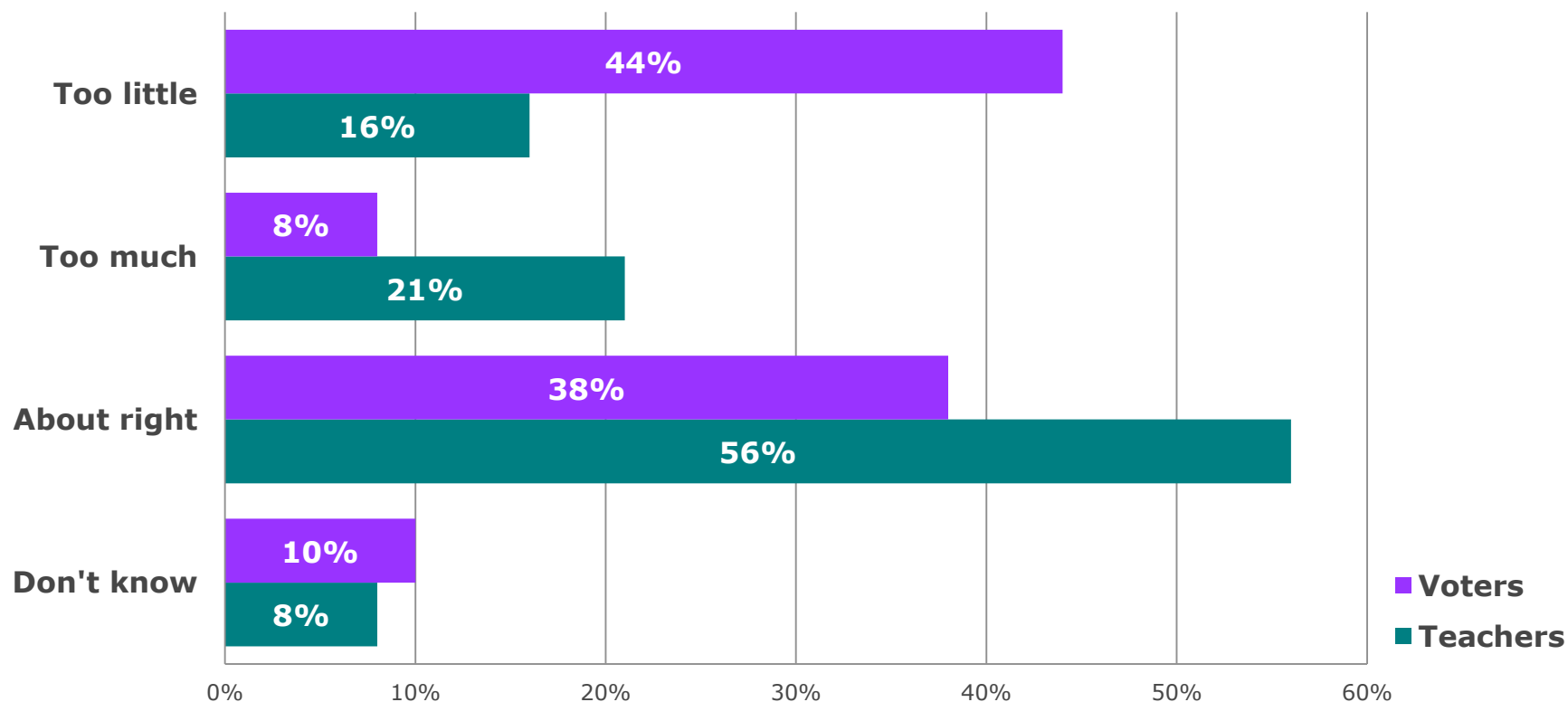
Direction of K-12 Education System in Washington Voters and Teachers



Large differences exist between teachers and voters in perception of learning expectations for students in Washington's public schools.

Voter Sample - N=500
Teacher Sample - N=500

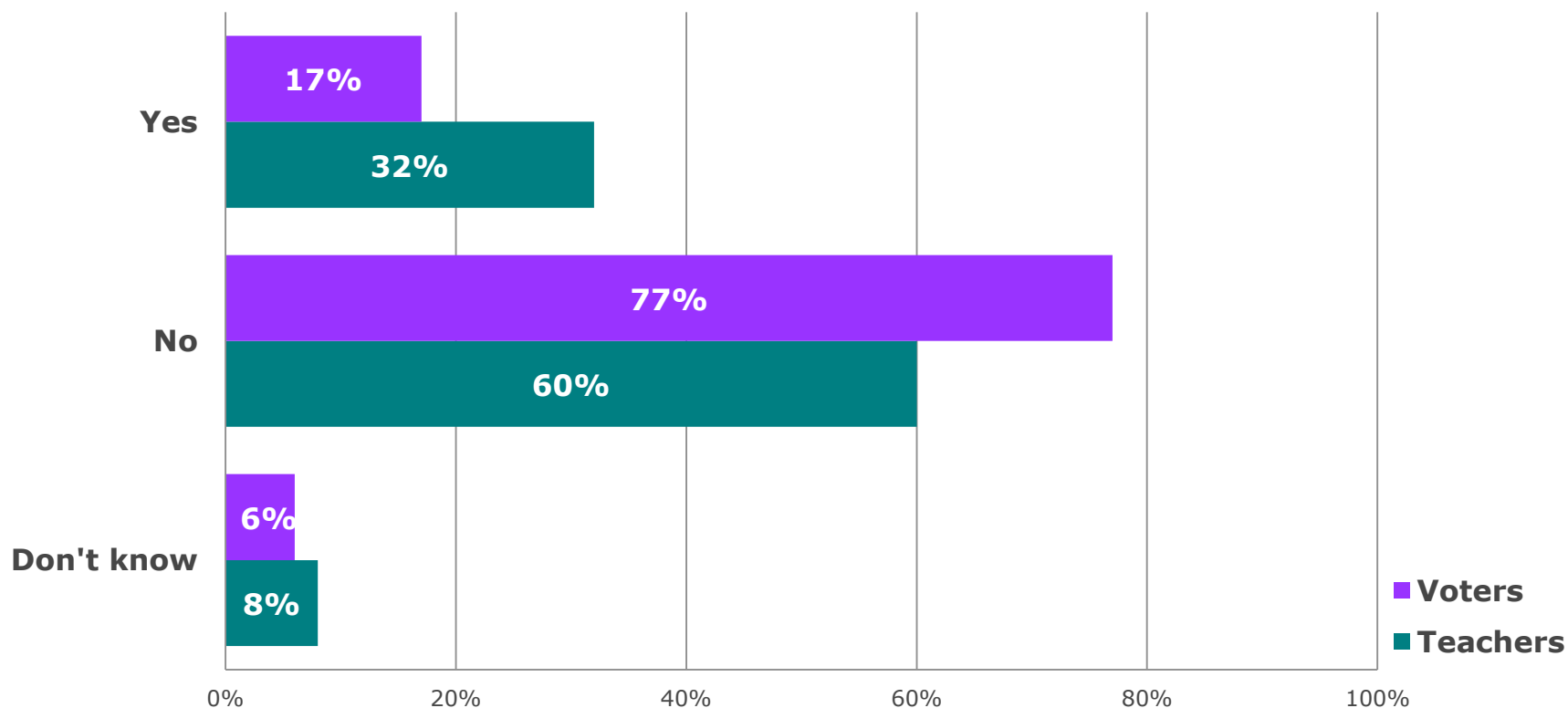
Expectations of Student Learning Voters and Teachers



Teachers are more optimistic that US education results are where they need to be considering the economy and international competition.

Voter Sample - N=500
Teacher Sample - N=500

US Public Education Results Where They Need to Be Voters and Teachers

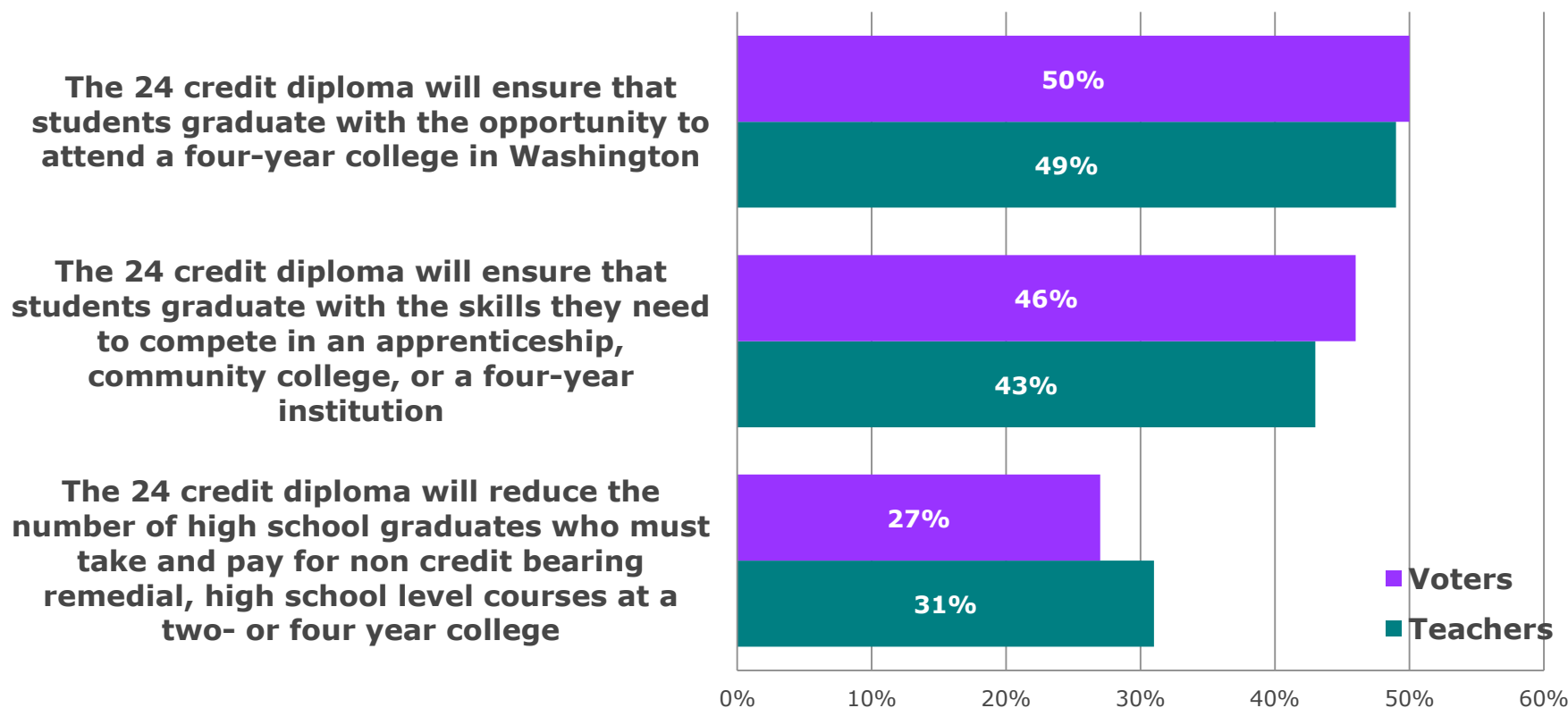


24 CREDIT HIGH SCHOOL DIPLOMA

Similar agreement is seen between teachers and voters around 24 credit hour diploma statements.

Voter Sample - N=500
Teacher Sample - N=500

24 Credit High School Diploma Agreement (strongly/somewhat) Voters and Teachers

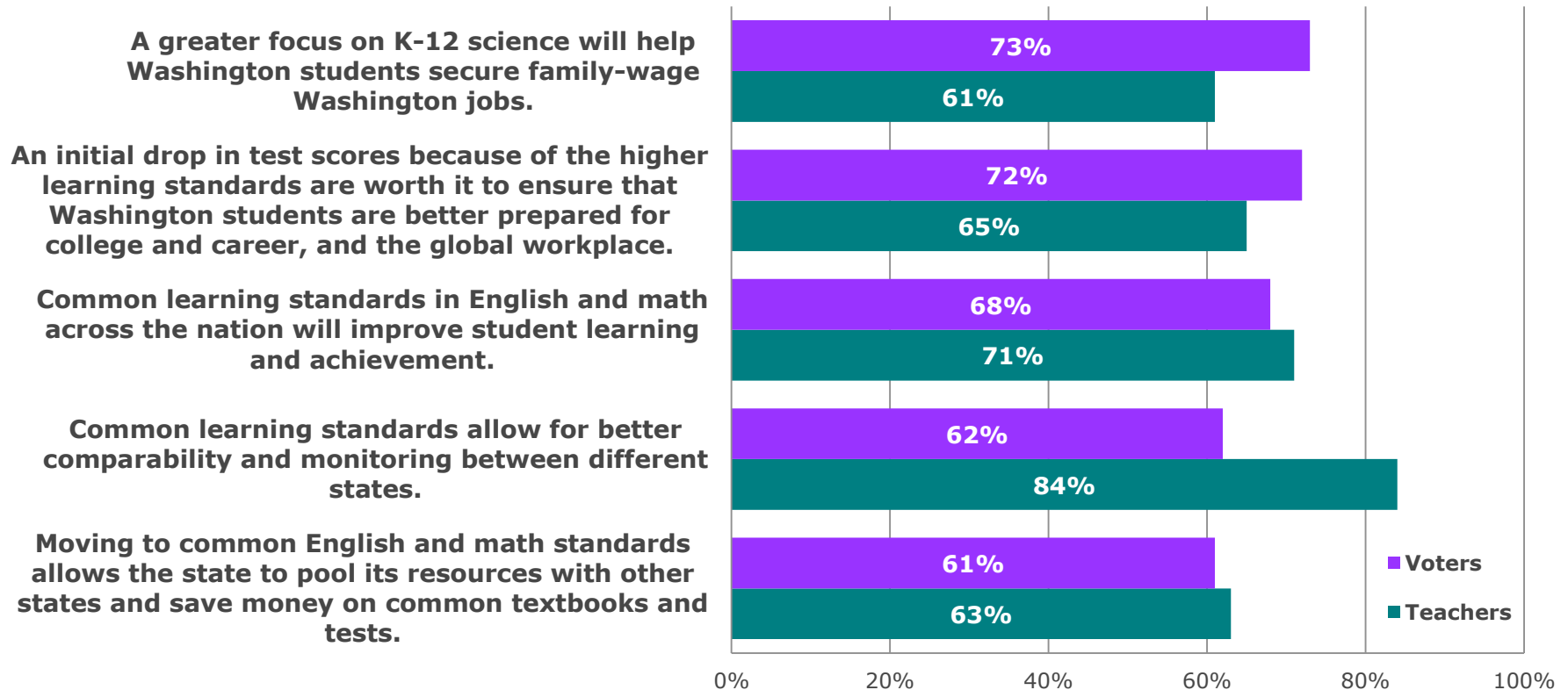


COMMON CORE STANDARDS AND ASSESSMENTS

Voters are more likely than teachers to agree that a *greater focus on K-12 science will help secure family wage jobs*. Conversely, teachers are more likely than voters to agree that *common learning standards allow for better comparability between states*.

Voter Sample - N=500
Teacher Sample - N=500

Common Standards Agreement (strongly/somewhat) Voters and Teachers



ACCOUNTABILITY

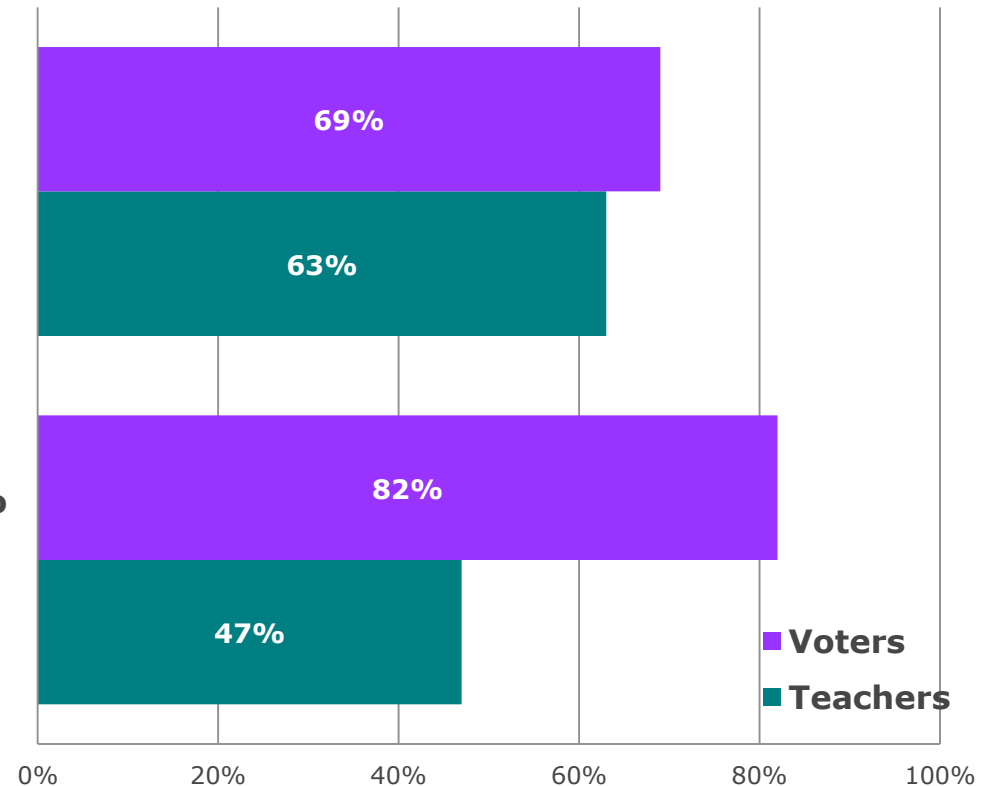
Voters are much more likely than teachers to agree that data the state collects should be used to determine which schools are not serving students well.

Voter Sample - N=500
Teacher Sample - N=500

Data Collection Statement Agreement (strongly/somewhat) Voters and Teachers

Washington should collect and report financial and student performance data in one easily accessible and understandable document for educators, parents, and taxpayers.

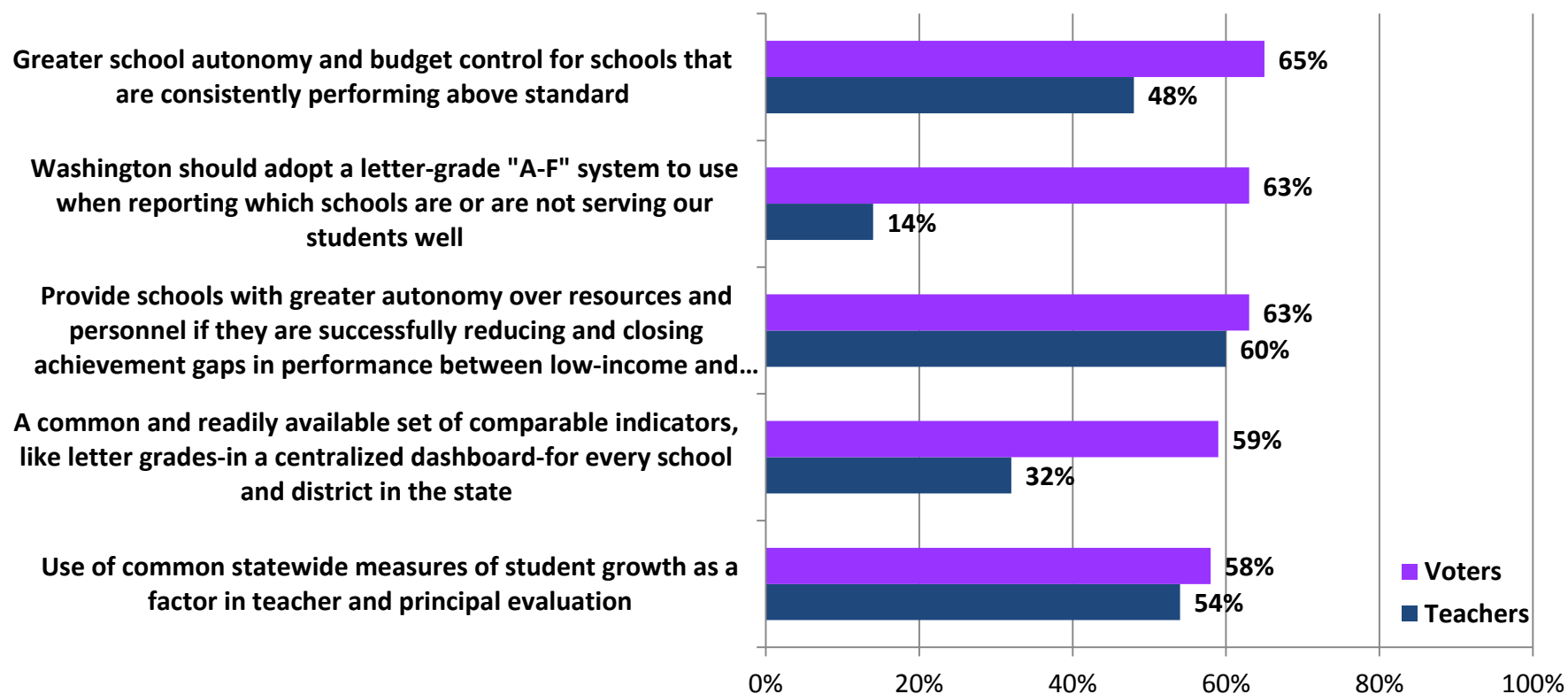
Washington should collect and use data to determine which schools are not serving our students well and to determine appropriate supports and consequences.



Voters are much more likely than teachers to agree that there should be greater school autonomy and budget control, Washington should adopt a letter grade system for school performance, and a set of comparable indicators for every school in the district in the state.

Voter Sample - N=500
Teacher Sample - N=500

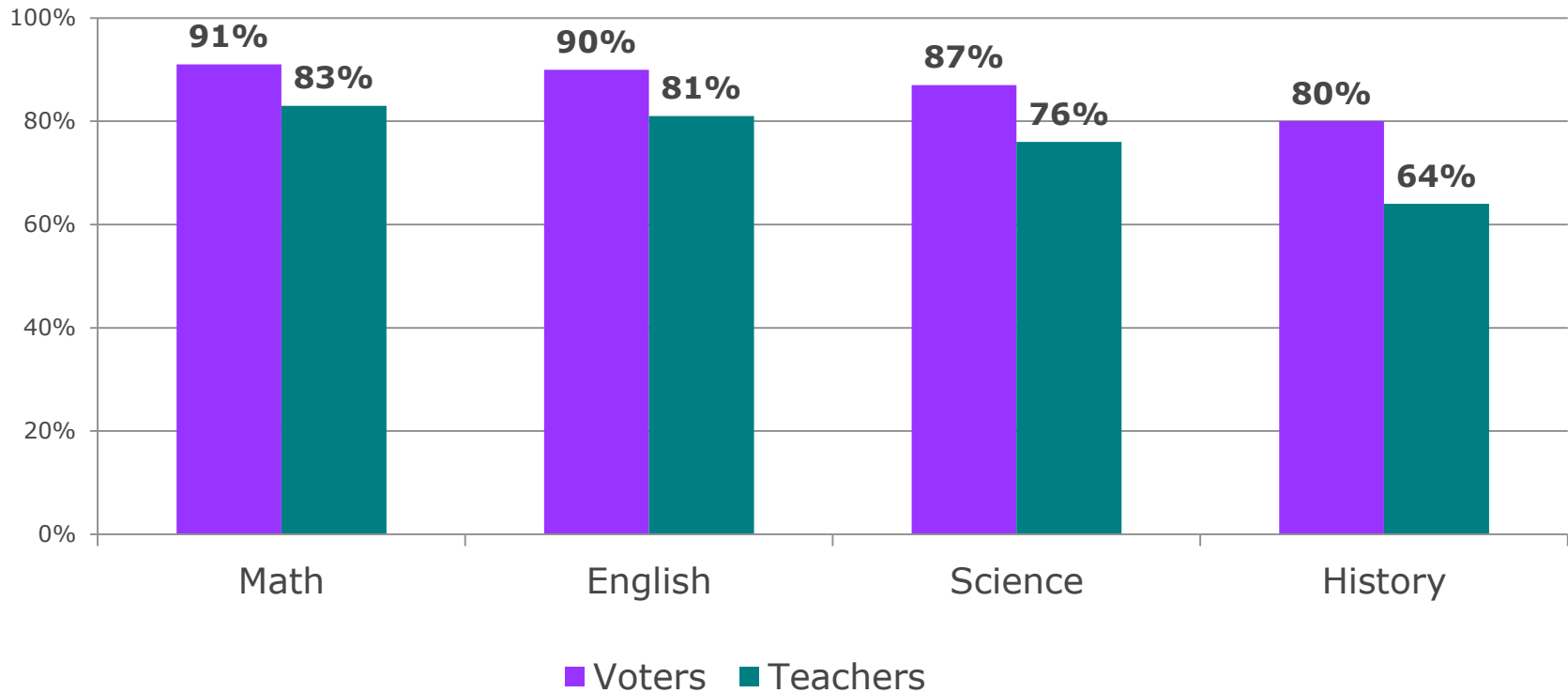
Importance of Elements in the Washington State Education System (very/somewhat important): Top Tier



More voters than teachers believe students should be required to pass end-of-course exams .

Voter Sample - N=500
Teacher Sample - N=500

End-of Course Exam Requirement



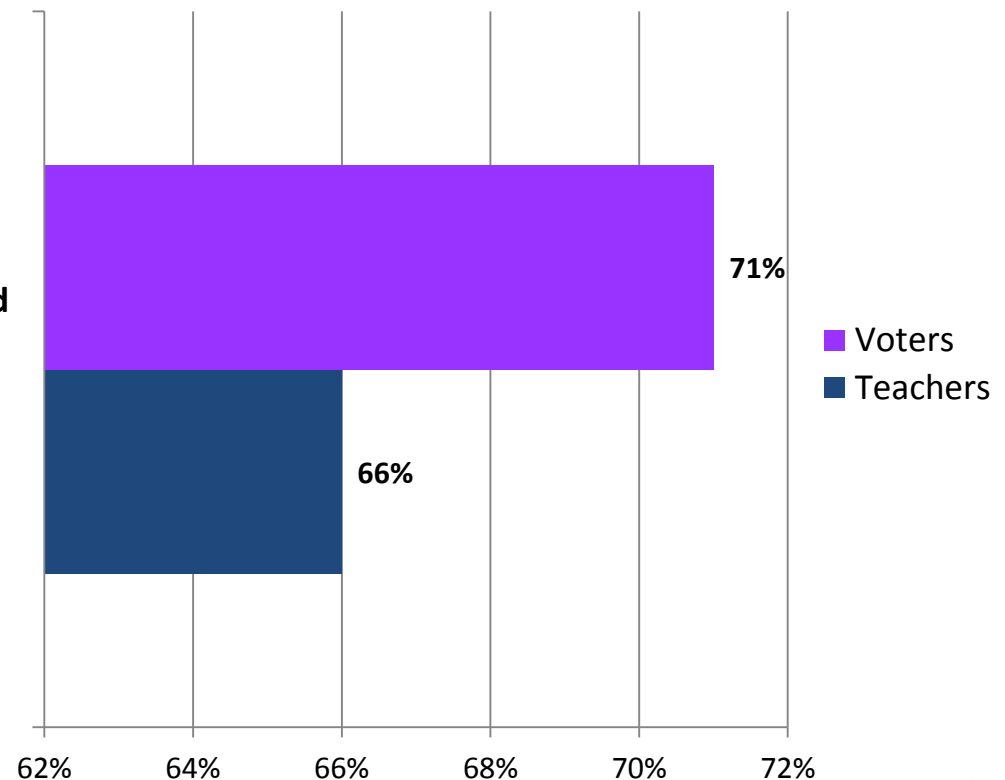
FUNDING

Voters are somewhat more likely to agree that Washington has the people, resources, and innovation to create the best educational system in the world.

Voter Sample - N=500
Teacher Sample - N=500

**People, Resources, Spirit Agreement (strongly/somewhat)
Voters and Teachers**

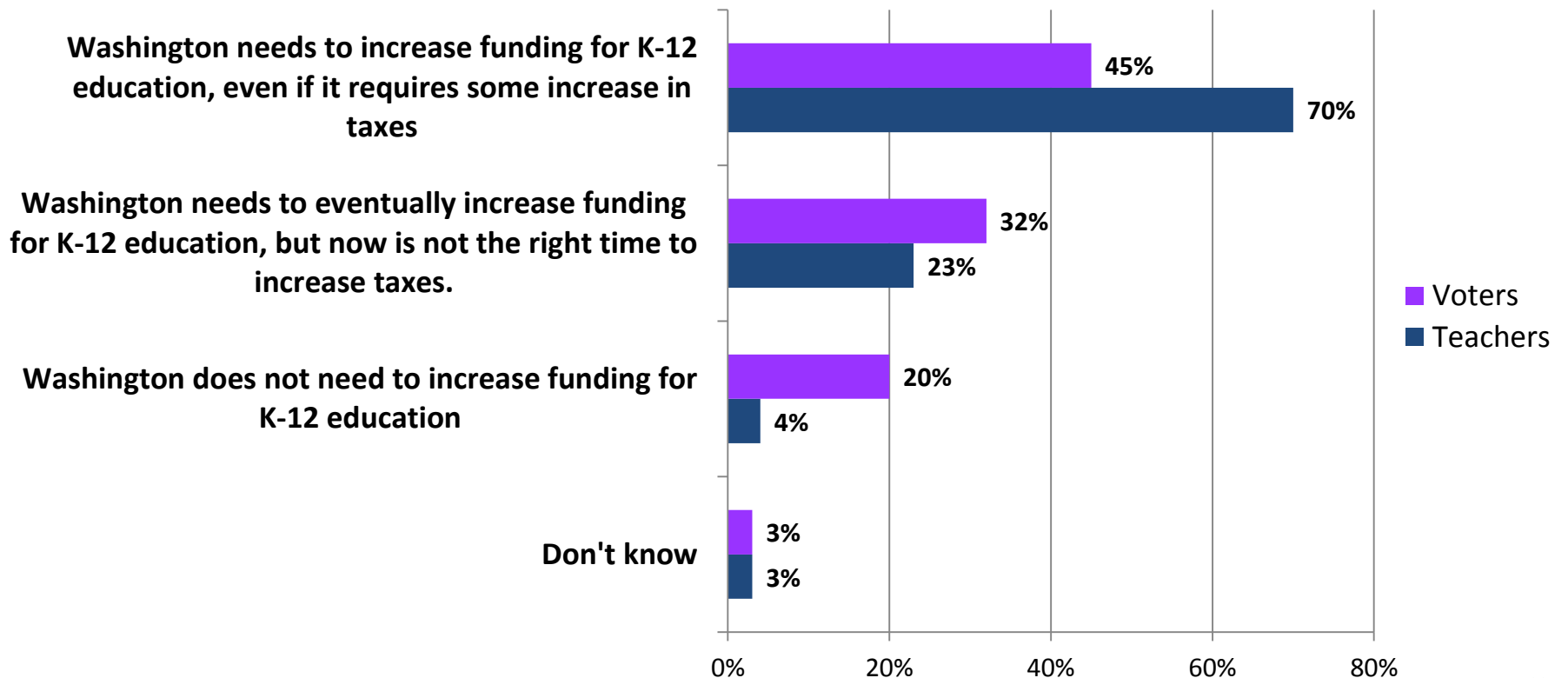
Washington State has the people, resources, and innovative spirit to create the best education system in the world, but its going to take tough decisions to make it reality.



Support for increasing taxes immediately for educational funding is much lower among voters than it is with teachers.

Voter Sample - N=500
Teacher Sample - N=500

Washington Public Education Funding Voters and Teachers

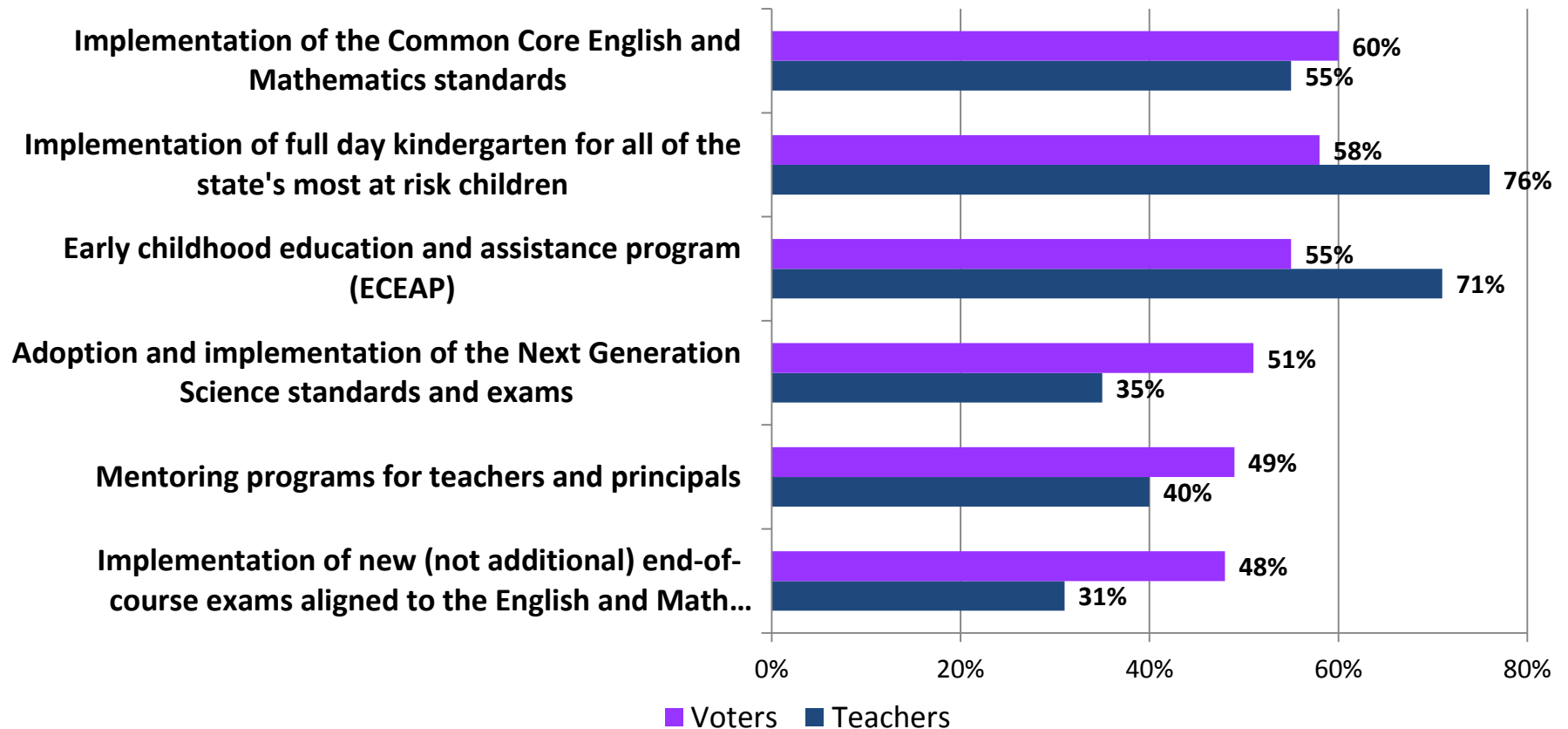


ESN PRIORITIES

Teachers are much more likely than voters to prioritize funding full day kindergarten for at risk children and ECEAP. Voters are much more likely than teachers to prioritize implementation of next generation science standards, mentoring programs for teachers and principals, and implementation of end-of-course English and math standards .

Voter Sample - N=500
Teacher Sample - N=500

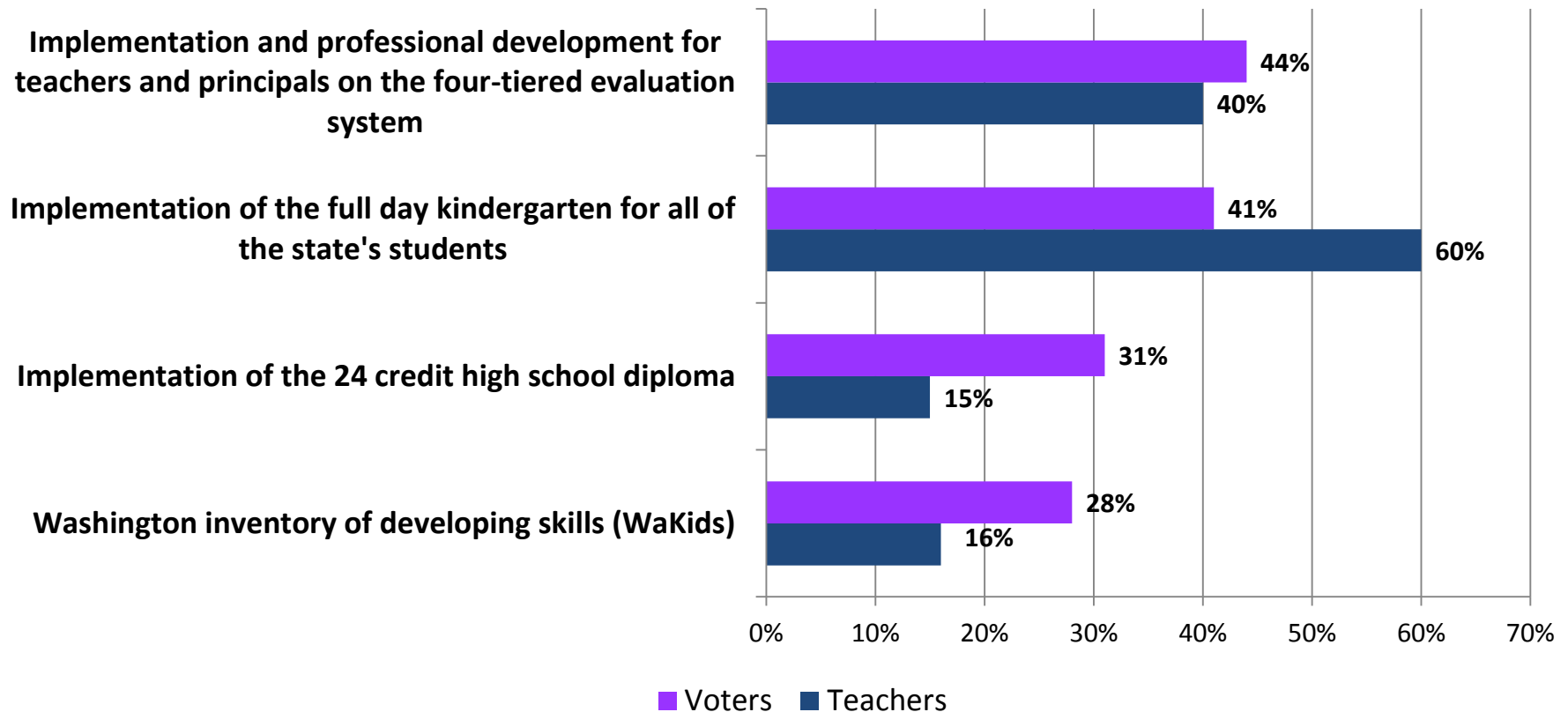
ESN Priorities (urgent/high): Top Tier



Teachers are much more likely than voters to prioritize funding full day kindergarten for all children. Voters are much more likely than teachers to prioritize implementation of the 24 credit high school diploma and Washington inventory of developing skills.

Voter Sample - N=500
Teacher Sample - N=500

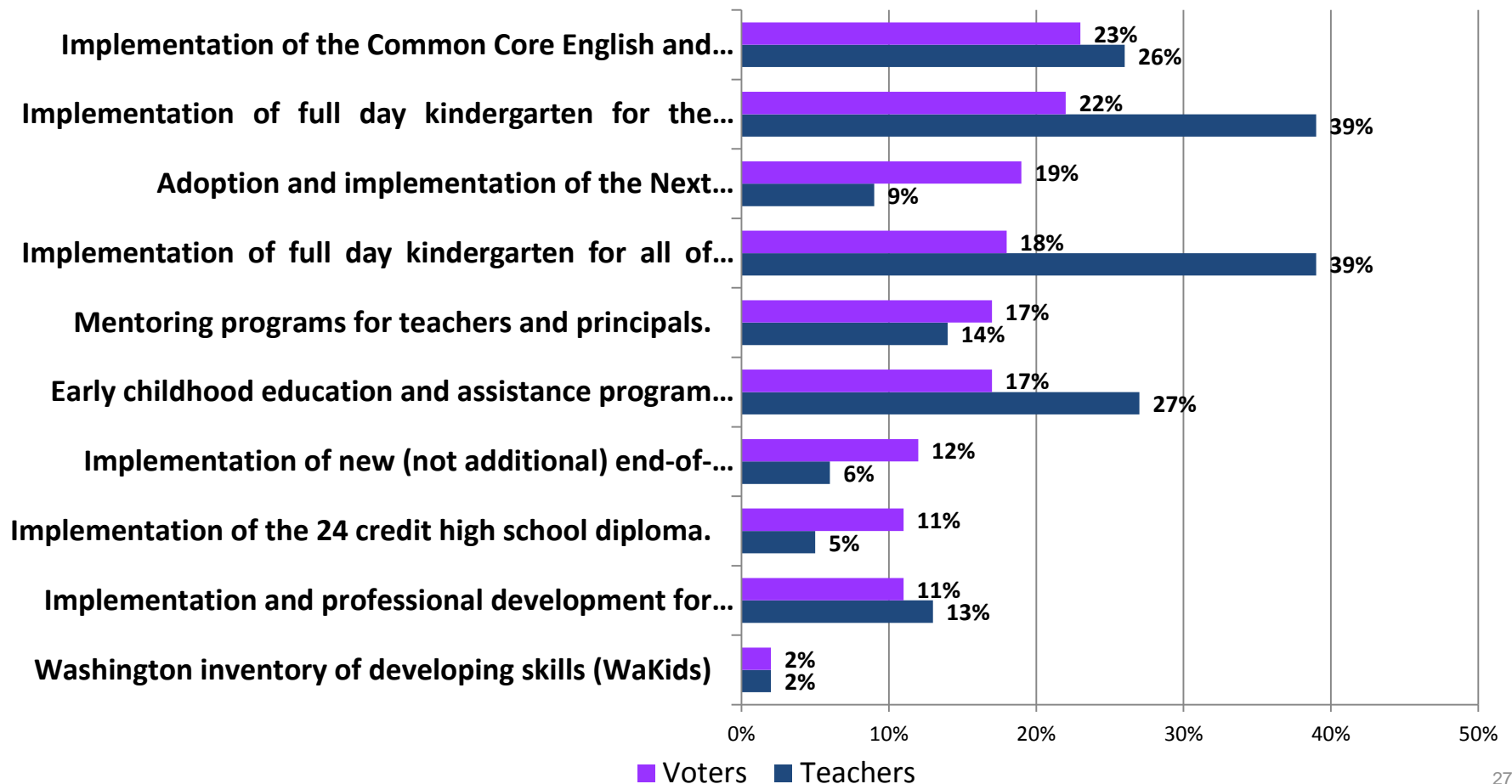
ESN Priorities (urgent/high): Bottom Tier



Teachers are much more likely than voters to prioritize funding full day kindergarten for at risk and all other children, and ECEAP. Voters are much more likely than teachers to prioritize implementation of next generation science standards and implementation of end-of-course English and math standards.

Voter Sample - N=500
Teacher Sample - N=500

Top Two Funding Priorities



Implementation of common core English and math standards is the top funding priority for voters in Washington.

Top Two Funding Priorities - Voters

Voter Sample - N=500

Total sample N=500	Total	King County	Western WA	Eastern WA	Have student in WA PS	Do NOT Have student in WA PS
Implementation of the Common Core English and Mathematics standards	23%	25%	24%	18%	24%	23%
Implementation of full day Kindergarten for most at-risk students	22%	22%	24%	17%	25%	21%
Adoption and implementation of the Next Generation Science standards and exams	19%	21%	21%	11%	19%	19%
Implementation of full day Kindergarten for all students	18%	16%	20%	13%	21%	16%
Early Childhood education and assistance program (ECEAP)	17%	23%	13%	17%	18%	17%
Mentoring programs for teachers and principals	17%	13%	19%	18%	15%	18%

Implementation of full-day kindergarten for all students, including those who are most at risk, is the top funding priority for Washington teachers.

Top Two Funding Priorities - Teachers

Teacher Sample - N=500

Total sample N=500	Total	King County	Puget Sound Area	Western WA	Eastern WA	Teaching 10 yrs or less	Teaching more than 10 yrs
Implementation of full day Kindergarten for all students	39%	39%	42%	36%	39%	28%	41%
Implementation of full day Kindergarten for most at-risk students	39%	39%	37%	42%	40%	39%	39%
Early Childhood education and assistance program (ECEAP)	27%	37%	26%	28%	18%	24%	28%
Implementation of the Common Core English and Mathematics standards	26%	24%	24%	25%	30%	28%	25%
Mentoring programs for teachers and principals	14%	15%	14%	13%	16%	15%	14%
Implementation and professional development for teachers and principals on 4-tiered evaluation system	13%	16%	14%	14%	10%	18%	12%
Adoption and implementation of the Next Generation Science standards and exams	9%	5%	10%	9%	11%	8%	9%